

**Rubric for**  
**TUPE Competitive Grants Scoring of**  
**American Indian Education Center Tobacco Programs**

**a. Overall Program Summary (10 Possible Points)**

Describe the overall program proposed in this application including how it will be administered. This summary should address all component areas. Include pertinent information about previously funded competitive TUPE programs.

<b>Makes an Outstanding Case</b> <b>Score the item a 5 if:</b>	<b>Good</b> <b>4</b>	<b>Makes an Adequate Case</b> <b>Score the item a 3 if:</b>	<b>Weak</b> <b>2</b>	<b>Makes a Very Weak Case or Fails to Make a Case</b> <b>Score the item a 1 if:</b>
Summary provides: <ul style="list-style-type: none"> <li>• a <u>comprehensive</u> overview of the proposed program</li> <li>• a very <u>clear</u> description of the evaluation data, trends and results (including program services and student outcomes) demonstrating progress toward achievement of goals and objectives</li> <li>• program changes that <u>are very closely linked</u> to evaluation data or research</li> </ul>		Summary provides: <ul style="list-style-type: none"> <li>• an <u>adequate</u> overview of the proposed program</li> <li>• an <u>adequate</u> description of the evaluation data, trends and results (including program services and student outcomes) demonstrating progress toward achievement of goals and objectives</li> <li>• program changes that <u>are linked</u> to evaluation data or research</li> </ul>		Summary provides: <ul style="list-style-type: none"> <li>• a <u>poor</u> overview of the proposed program</li> <li>• a <u>vague</u> description of the evaluation data, trends and results (including program services and student outcomes) demonstrating progress toward achievement of goals and objectives</li> <li>• program changes <u>are not clearly linked</u> to evaluation data or research.</li> </ul>

**b. Assessment (10 Possible Points)**

Describe the process and data used to determine the need for a TUPE grant for the students in this application. The program must be based on a thorough assessment of objective data from all sources about the tobacco use problems of the students in the applicant center and communities served. Describe the data sources used and summarized the findings. Address the nature and extent of the problems and existing efforts and activities. Include the needs of all youth represented in this application and describe how the high priority targets were established.

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
Assessment: <ul style="list-style-type: none"><li>provides a <u>very</u> comprehensive analysis of data from various sources</li><li><u>very clearly</u> defines extent and nature of student tobacco problems</li><li><u>fully</u> describes the process used to identify high priority targets</li><li>provides <u>strong</u> justification for funding</li></ul>		Assessment: <ul style="list-style-type: none"><li>provides a <u>sufficiently</u> comprehensive analysis of data from various sources</li><li><u>adequately</u> defines extent and nature of student tobacco problems</li><li><u>adequately</u> describes the process used to identify high priority targets</li><li>provides <u>adequate</u> justification for funding</li></ul>		Assessment: <ul style="list-style-type: none"><li><u>does not</u> provide a comprehensive analysis of data from various sources</li><li><u>does not</u> adequately define extent and nature of student tobacco problems</li><li><u>minimally</u> describes the process used to identify high priority targets</li><li><u>fails</u> to provide justification for funding</li></ul>

**c. Center and Community Involvement (10 Possible Points)**

Center and community involvement is an essential part of any successful program. Programs must be designed and managed at the center level with involvement from students, elders, paraprofessionals, center staff, parents, and community-based organizations including the CIRHB, county health departments, and DHS tobacco Control Section grant recipients, including Ethnic Networks. (Contact your county TUPE coordinator for a list of recipients). Attach memorandum of Understanding (MOUs) as an appendix.

<b>Makes an Outstanding Case</b> <b>Score the item a 5 if:</b>	<b>Good</b> <b>4</b>	<b>Makes an Adequate Case</b> <b>Score the item a 3 if:</b>	<b>Weak</b> <b>2</b>	<b>Makes a Very Weak Case or Fails to Make a Case</b> <b>Score the item a 1 if:</b>
Involvement of center and community members in planning, design and future implementation of program at each site in application: <ul style="list-style-type: none"><li>• <u>is exemplary and will very clearly</u> enhance program effectiveness</li><li>• demonstrates <u>clear evidence</u> that each site plan was developed by site representatives</li></ul>		Involvement of center and community members in planning, design and future implementation of program at each site in application: <ul style="list-style-type: none"><li>• <u>has adequate potential</u> for enhancing program effectiveness</li><li>• demonstrates <u>adequate evidence</u> that each site plan was developed by site representatives</li></ul>		Involvement of center and community members in planning, design and future implementation of program at each site in application: <ul style="list-style-type: none"><li>• <u>does not have acceptable potential</u> for enhancing program effectiveness</li><li>• demonstrates <u>little evidence</u> that each site plan was developed by site representatives</li></ul>

#### d. Overall Program Measurable Objectives (10 Possible Points) - Principle #2 of the Principles of Effectiveness

Provide **six** program measurable objectives. Include a program implementation objective (e.g., number of hours of instruction and number of students receiving instruction) AND a student outcome objective (e.g., percentage decrease in number of students who smoke) for each of the following three target groups:

- 1) General Population: This group usually includes all students and the needs would be primarily prevention education.
- 2) Most At Risk: A definition of “most at risk” should be provided by the applicant. This group may include those experimenting with or beginning to use tobacco, or associating with peers who use tobacco. Intervention needs are indicated for this group.
- 3) Current Users: This group includes students who use tobacco products regularly. Readiness for cessation and cessation needs should be addressed.

Definition:

An **objective** defines in a measurable way a specific result that will be achieved in a specified time.

Example: General Population: To increase integration of tobacco education and prevention materials into center activities so that by June, 2002, 95% of all students will participate in at least 6 hours of instruction. As a result of this instruction, over 90% of the 100 non-smoking students will maintain a tobacco-free status as measured by the evaluation surveys.

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
Objectives: <ul style="list-style-type: none"><li>when measured, will very <u>clearly</u> provide valuable information about program implementation and the extent to which tobacco use has been prevented or reduced.</li></ul>		Objectives: <ul style="list-style-type: none"><li>when measured, are <u>likely</u> to provide useful information about program implementation and the extent to which tobacco use has been prevented or reduced.</li></ul>		Objectives: <ul style="list-style-type: none"><li>when measured, will provide <u>little or no</u> information about program implementation and the extent to which tobacco use has been prevented or reduced.</li></ul>

### e. Program Description Including Multiple Strategies (10 Possible Points)

Briefly summarize the main program strategies for each target groups (general student population, students most at risk, and current student users).

Definition:

A **strategy** is the means to reach the desired end (objective). Refer to Section IV for some examples of strategies.

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
The strategies proposed for each target group at each participating center: <ul style="list-style-type: none"><li>are <u>fully consistent</u> with the recommendations in the RFA</li><li>are fully <u>linked to, and will very clearly contribute</u> to the successful achievement of the program measurable objectives</li></ul>		The strategies proposed for each target group at each participating center: <ul style="list-style-type: none"><li>are <u>adequately consistent</u> with the recommendations in the RFA</li><li>are <u>adequately linked to, and will likely contribute</u> to the successful achievement of the program measurable objectives</li></ul>		The strategies proposed for each target group at each participating center: <ul style="list-style-type: none"><li>are <u>weak or not consistent</u> with the recommendations in the RFA</li><li>are <u>not adequately linked to, and will not likely contribute</u> to the successful achievement of the program measurable objectives</li></ul>

### f. Selected Program Strategies' Rationale (15 Possible Points) Principle #3 of the Principles of Effectiveness

While many strategies are likely to have been briefly summarized in the previous component (Program Description), more detailed information is requested on these three forms (8a, 8b, and 8c) about the two "most important" strategies for each of the target populations. This will provide more in-depth information about a small sample of the multiple strategies described previously. For the two key strategies to be implemented for each group, provide succinct responses to all of the prompts on this page (for the general population) and on the following two pages (for the most at risk and current users.) This section must be completed for each target population.

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
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<p>Selected strategies:</p> <ul style="list-style-type: none"> <li>• <u>very clearly</u> demonstrates the needs of each target group</li> <li>• are <u>clearly important</u> for each target group and will likely result in reaching the objectives for that group</li> <li>• are <u>all</u> clearly described</li> </ul> <p>The choice of strategy:</p> <ul style="list-style-type: none"> <li>• ensures <u>maximum</u> exposure for targeted students</li> </ul>		<p>Selected strategies:</p> <ul style="list-style-type: none"> <li>• <u>adequately</u> demonstrates the needs of each target group</li> <li>• are of <u>adequate importance</u> for each target group and will likely result in reaching the objectives for that group</li> <li>• are described <u>for most but not all</u></li> </ul> <p>The choice of strategy:</p> <ul style="list-style-type: none"> <li>• ensures <u>acceptable</u> exposure for targeted students</li> </ul>		<p>Selected strategies:</p> <ul style="list-style-type: none"> <li>• <u>are weak or do not</u> demonstrate the needs of each target group</li> <li>• are <u>weak</u> and unlikely to result in reaching program goals and objectives</li> <li>• are <u>minimally</u> described</li> </ul> <p>The choice of strategy:</p> <ul style="list-style-type: none"> <li>• <u>does not</u> ensure acceptable exposure for targeted students</li> </ul>
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### g. Projected Key Activities And Timelines (10 Possible Points)

Provide the projected key activities and timelines for the entire grant period to include: a) The activities needed to fully implement and evaluate the effectiveness of each strategy addressing a specific target group; and b) enough detail about the activities to allow the application readers an opportunity to confirm that the program has been well planned and will have been fully implemented by the end of the funding period.

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
<p>Key activities and timelines:</p> <ul style="list-style-type: none"> <li>• provide <u>exemplary</u> detail for each participating center</li> <li>• demonstrates the program has been <u>exceptionally well planned and can be entirely implemented</u> by the end of the funding period</li> </ul>		<p>Key activities and timelines:</p> <ul style="list-style-type: none"> <li>• provide <u>adequate</u> detail for each participating center</li> <li>• demonstrates the program has been <u>adequately planned and can be generally implemented</u> by the end of the funding period</li> </ul>		<p>Key activities and timelines:</p> <ul style="list-style-type: none"> <li>• <u>do not provide adequate</u> detail for each participating center</li> <li>• demonstrates the program has been <u>less than adequately planned or can only be partially implemented</u> by the end of the funding period</li> </ul>

### h. Project Staffing (10 Possible Points)

The program must be implemented at the center level with a designated coordinator to provide oversight and technical assistance. Provide names (when possible) of all key staff personnel involved in implementing the program, describe specific program responsibilities for key staff personnel, and indicate the amount of time each key staff person will spend implementing the program in full-time equivalent (FTE) or number of hours to be worked. Identify which individuals will be paid with project funds and display the full-time equivalent (FTE) or hourly rate and the hours to worked for each individual. Include the evaluator whether contracted or not. The applicant must address 5 key issues (see back page 10-A)

<b>Makes an Outstanding Case</b> <b>Score the item a 5 if:</b>	<b>Good</b> <b>4</b>	<b>Makes an Adequate Case</b> <b>Score the item a 3 if:</b>	<b>Weak</b> <b>2</b>	<b>Makes a Very Weak Case or Fails to Make a Case</b> <b>Score the item a 1 if:</b>
<p>All key staff at the center:</p> <ul style="list-style-type: none"> <li>are <u>thoroughly</u> identified</li> <li>have <u>exemplary</u> skills and training to successfully carry out assigned responsibilities and are allocated sufficient time to carry out all tasks</li> </ul>		<p>All key staff at the center:</p> <ul style="list-style-type: none"> <li>are <u>adequately</u> identified</li> <li>have the <u>necessary</u> skills and training to successfully carry out assigned responsibilities and are allocated sufficient time to carry out all tasks</li> </ul>		<p>All key staff at the center:</p> <ul style="list-style-type: none"> <li><u>are not identified</u></li> <li><u>do not have</u> the necessary skills and training to successfully carry out assigned responsibilities and/or are not allocated sufficient time to carry out all tasks</li> </ul>

## i. Budget Summary & Budget Justification (10 Possible Points)

Provide a budget and budget justification for the entire grant period from June 1, 2002 to March 30, 2004. On the Budget Summary Page (Page 11), outline the dollar amount budgeted in each Line Item. On the Budget Justification Pages provide sufficient line item detail to justify the budget. The budget pages must provide all required information, even if the items have already been identified in another section.

Budget Limitations:

- The purchase of property or equipment is not allowed with these funds.
- The purchase of food is not an allowable expense under the TUPE program (except if absolutely necessary in order to implement a strategy which is conducted beyond normal school hours such as pre-cessation and cessation programs or other training events held after school, off-site, during summer sessions and/or on Saturdays).
- Out-of-state travel by a grantee for purposes of this grant is not allowed.
- Indirect costs are not to exceed 8% percent.
- Indirect costs are to be charged against direct costs only (not on the total grant amount). See the examples and worksheet on Attachment 4.

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
Budget and budget justification: <ul style="list-style-type: none"> <li>• are <u>entirely aligned</u> with each other</li> <li>• provides <u>excellent detail</u></li> <li>• <u>fully</u> supports the program</li> <li>• demonstrates proportional breakdowns across budget categories and are <u>completely consistent</u> with program strategy priorities</li> </ul>		Budget and budget justification: <ul style="list-style-type: none"> <li>• are <u>sufficiently aligned</u> with each other</li> <li>• provides <u>adequate detail</u></li> <li>• <u>adequately</u> supports the program</li> <li>• demonstrates proportional breakdowns across budget categories and are <u>mostly consistent</u> with program strategy priorities</li> </ul>		Budget and budget justification: <ul style="list-style-type: none"> <li>• are <u>weakly aligned</u> with each other</li> <li>• <u>does not provide</u> sufficient detail</li> <li>• <u>does not sufficiently support</u> the program</li> <li>• demonstrates proportional breakdowns across budget categories and are <u>weak</u> or <u>not consistent</u> with program strategy priorities</li> </ul>



### j. Program Monitoring And Evaluation (15 Possible Points) Principle #4 of the Principles of Effectiveness

Program monitoring and evaluation is to be a key component of the program. Provide evidence of incorporating evaluation as a useful source of feedback for program improvement implementation and information regarding program effectiveness. List a minimum of six questions that monitoring and evaluation activities will answer. These questions should be directly linked with the objectives related to program implementation and effectiveness of strategies used for each of the three target groups (as presented in Component d, page 6). Note: See the reverse of this page for important items to be observed by the applicant. (page 14-A).

<b>Makes an Outstanding Case</b>  <b>Score the item a 5 if:</b>	<b>Good</b>  <b>4</b>	<b>Makes an Adequate Case</b>  <b>Score the item a 3 if:</b>	<b>Weak</b>  <b>2</b>	<b>Makes a Very Weak Case or Fails to Make a Case</b>  <b>Score the item a 1 if:</b>
<p>Evaluation questions:</p> <ul style="list-style-type: none"> <li>are <u>very closely linked</u> to the measurable objectives</li> <li>when answered, provide <u>valuable</u> information about program implementation and effectiveness</li> </ul> <p>Importance of program monitoring and evaluation:</p> <ul style="list-style-type: none"> <li>is <u>strongly demonstrated</u> throughout the application with evidence reflected in <u>each</u> of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> the assurances,</li> <li><input type="checkbox"/> the statement of expected results found in the Program Measurable Objectives section,</li> <li><input type="checkbox"/> the Projected Key Activities and Timelines,</li> <li><input type="checkbox"/> the staffing configuration, and</li> <li><input type="checkbox"/> the budget and budget justification</li> </ul> </li> </ul>		<p>Evaluation questions:</p> <ul style="list-style-type: none"> <li>are <u>adequately linked</u> to the measurable objectives</li> <li>when answered, provide <u>adequate</u> information about program implementation and effectiveness</li> </ul> <p>Importance of program monitoring and evaluation:</p> <ul style="list-style-type: none"> <li>is <u>adequately demonstrated</u> in the application with evidence reflected in <u>one or more</u> of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> the assurances,</li> <li><input type="checkbox"/> the statement of expected results found in the Program Measurable Objectives section,</li> <li><input type="checkbox"/> the Projected Key Activities and Timelines,</li> <li><input type="checkbox"/> the staffing configuration, and</li> <li><input type="checkbox"/> the budget and budget justification</li> </ul> </li> </ul>		<p>Evaluation questions:</p> <ul style="list-style-type: none"> <li>are <u>weakly or not linked</u> to the measurable objectives</li> <li>when answered, <u>will not provide</u> adequate information about program implementation and effectiveness</li> </ul> <p>Importance of program monitoring and evaluation:</p> <ul style="list-style-type: none"> <li>is <u>not adequately demonstrated</u> in the application and evidence is <u>not reflected sufficiently or at all</u> in the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> the assurances,</li> <li><input type="checkbox"/> the statement of expected results found in the Program Measurable Objectives section,</li> <li><input type="checkbox"/> the Projected Key Activities and Timelines,</li> <li><input type="checkbox"/> the staffing configuration, and</li> <li><input type="checkbox"/> the budget and budget justification</li> </ul> </li> </ul>

### k. Overall Coherence and Merit of Application (10 Possible Points)

Up to 10 additional points will be awarded to applications that incorporate the Principles of Effectiveness and are comprehensive and cohesive. There should be evidence of how each part of the program is related to and supportive of the other parts of the program with a specific focus of achieving the proposed goals and measurable objectives. There should also be evidence of commitment and capacity to implement the activities described in the application.

Makes an Outstanding Case Score the item a 5 if:	Good 4	Makes an Adequate Case Score the item a 3 if:	Weak 2	Makes a Very Weak Case or Fails to Make a Case Score the item a 1 if:
Application: <ul style="list-style-type: none"><li>is <u>very</u> comprehensive and cohesive</li><li><u>fully</u> incorporates the Principles of Effectiveness</li><li><u>very clearly</u> demonstrates how each part of the program is related to and supportive of the other parts of the program</li><li>is <u>specifically focused</u> on achieving the proposed measurable objectives</li><li>shows very <u>strong</u> evidence of commitment and capacity to implement the activities described</li></ul>		Application: <ul style="list-style-type: none"><li>is <u>sufficiently</u> comprehensive and cohesive</li><li><u>partially</u> incorporates the Principles of Effectiveness</li><li><u>adequately</u> demonstrates how each part of the program is related to and supportive of the other parts of the program</li><li>is <u>generally focused</u> on achieving the proposed measurable objectives.</li><li>shows <u>adequate</u> evidence of commitment and capacity to implement the activities described</li></ul>		Application: <ul style="list-style-type: none"><li>is <u>not</u> comprehensive and <u>lacks</u> cohesion</li><li><u>does not</u> incorporate the Principles of Effectiveness</li><li>does <u>not</u> demonstrate how each part of the program is related to and supportive of the other parts of the program</li><li><u>is not clear</u> that described activities are focused on achieving the proposed measurable objectives</li><li><u>lacks convincing</u> evidence of commitment and capacity to implement the activities described</li></ul>

### l. Program Description (No Possible Points)

Provide a one-page description of the proposed program. This description should include a summary of the key aspects of the proposed program.